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ABSTRACT

A graduate degree program in education at Auburn University (Montgomery, Alabama) includes a core of multicultural courses that fit into the graduate certification programs of early childhood, elementary, middle, and secondary education. This masters degree program includes three courses: Education in Culturally-Diverse Environments; Curriculum in Multicultural Environments; and Methods of Teaching in Multicultural Environments. The first course is designed to develop appreciation, awareness, and understanding of a culturally diverse society for educational programming, and comprehension of the multicultural character of American society. The second course provides an in-depth study on how to develop curriculum materials for multicultural education, and imparts an understanding of the philosophical, psychological, social, and economic forces affecting multicultural curriculum development. The third course in the sequence is field-based and designed to develop expertise in conducting ethnographic studies within the classroom environment, matching materials with the student's comprehension level, and integrating multicultural materials with subject matter areas in a field-based setting. (JD)

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INSTITUTIONALIZING A GRADUATE DEGREE IN MULTI-CULTURAL EDUCATION

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SP 021 438

Education that is Multi-Cultural has been a Teacher Corps mandate for years. In the Federal Regulations for Project 79, it was stated that each project must have objectives designated to improve the competency of all educational personnel employed by the project schools (and the teacher-interns) to provide education that is multicultural and to be knowledgeable of and sensitive to the needs of diverse cultures, regardless of the pupil population served by the project. To partially comply with this mandate the Auburn University at Montgomery and Montgomery Public Schools (AUM-MPS) Teacher Corps Project has concentrated efforts to develop and institutionalize a graduate certification and degree program with an emphasis on education that is multi-cultural.

From the start of the project, the University committed itself to developing some sort of Graduate degree program in education that is multi-cultural. It was during the first year of the Project that the specifics began to take shape. To have a specific degree in multi-cultural education did not make sense in the State of Alabama because of the particular certification requirements. Thus, in light of the State requirements for certification, the Project Staff began designing the program around these requirements with a concentrated block of multi-cultural courses.

Another event that greatly influenced the shape of the program was the fact that the School of Education was up for State approval of all of its teacher education programs. Thus, a self-study was essential and Teacher Corps was presented to the faculty as a vehicle to use in redesigning programs to meet the new State requirements.

The faculty was very receptive to Teacher Corps and accepted the Director and his staff as participating members of the various task forces involved with the self study. As a result of this, the Project had much input into the formulation of the new teacher education curricula. A major part of the Teacher Corps

input was the acceptance by the task forces of a core of multi-cultural courses that would fit into the graduate certification programs of early childhood, elementary, middle and secondary.

Once this acceptance was gained, it was agreed to develop a fifteen quarter hour block of courses in education that is multi-cultural. This fifteen quarter hour block consisted of three five quarter hours courses. The first course in the series was already an established graduate course which served as an introduction into education that is multi-cultural. Using this course as the foundation course, a Curriculum course and a Methods course were developed with the Methods course serving as a field based Practicum type experience.

By the end of the first year (May, 1980) of the AUM-MPS Teacher Corps Project, in place and approved by the State Department of Education was a graduate degree and certification program at the early childhood, elementary, middle and secondary levels with an emphasis on education that is multi-cultural. Now that the program was an accepted part of the regular curriculum, the next major task was recruiting students to participate.

Recruitment of students was limited to the faculties of the three Montgomery Public Schools participating in the Teacher Corps Project. An initial incentive in recruiting was that the University would make an in-kind contribution to the Teacher Corps Project by supporting tuition free for thirty teachers to participate in the new program. The Teacher Corps Staff felt that with the tuition free incentive we would be overwhelmed with requests to participate but much to our dismay, the teachers were not as enthused as we were. By September 1980, when the program was scheduled to begin, we had twenty-eight participants. To date (May, 1981) five participants have dropped out, leaving a grand total of twenty-three participants.

Listed below are the critical events that were necessary to get the program institutionalized.

TABLE 1

C R I T I C A L E V E N T S

DATE	EVENT	INFLUENTIAL PERSONS
	SUMMER OF GOOD WILL	
AUGUST 1979	PUBLIC SUPPORT BY THE DEAN	DEAN
SEPTEMBER 1979	ADMINISTRATOR'S RETREAT	DEPARTMENT HEADS
OCTOBER 1979	FACULTY RETREAT	KEY DEPARTMENT MEMBERS
OCTOBER 1979	MEMBERSHIP ON TASK FORCES	TASK FORCE CHAIRPERSON
NOVEMBER 1979	APPROVAL BY TASK FORCES TO WORK IN M-C CURRICULUM	TASK FORCE MEMBERS
DECEMBER 1979	GRADUATE COUNCIL APPROVED M-C COURSES	TWO GRADUATE COUNCIL MEMBERS
FEBRUARY 1980	DEPARTMENTS APPROVES M-C CURRICULUM IN EXISTING PROGRAMS	TASK FORCE CHAIRPERSON DEPARTMENT HEADS
MARCH 1980	PROGRAM REVIEW BY STATE EDUCATION COMMITTEE	----------
SEPTEMBER 1980	STUDENTS RECRUITED	SITE SCHOOL PRINCIPALS
JUNE 1981	OTHER STUDENTS ENROLL FOR M-C CURRICULUM	SCHOOL OF EDUCATION ADVISORS

Multi-Cultural Courses and Objectives

The Master's Degree program with its emphasis in Multi-Cultural education consists of three courses with each course worth five quarter hours. The courses are as follows: Education in culturally-diverse environments. Curriculum in multi-cultural environments, and Methods of teaching in multi-cultural environments.

The first course mentione , education in culturally-diverse environments, was an elective course in the School of Education curriculum prior to the development of the new program. In the new curriculum pattern this course became the introduction to education that is multi-cultural. The main purposes here are:

1. To develop an appreciation for and an awareness of the multi-cultural character of the American Society.
2. To develop an understanding of the implications of a culturally diverse society for educational programming and practice.
3. To contribute to the development of an empirical knowledge loss in multi-cultural education.

Once this awareness level is developed, the student is then ready to undertake an indepth study into how to develop curriculum materials in education that is multi-cultural. The purposes of this second course are:

1. To develop an understanding of curriculum patterns in the development of multi-cultural materials.
2. To impart an understanding of the philosophical, psychological, social and economic forces affecting multi-cultural curriculum development.
3. To review recent teaching materials on education that is multi-cultural in light of the principals of sound curriculum development.

The third course in the sequence of multi-cultural course is a field-based course. At this time, the students will begin to execute in their own classrooms

better multi-cultural approaches to their subject matter. The purposes of the methods course are:

1. To develop expertise in doing ethnographic studies within the classroom environment.
2. To develop expertise in matching multi-cultural materials with the comprehension level of the child.
3. To develop expertise in integrating multi-cultural materials in at least three subject matter areas in a field-based setting.

At the end of the program, it is anticipated that the teachers will be better able to relate to their multi-cultural students and that their instruction will be more meaningful to the students. Hopefully, by making the teacher more aware of culturally diverse patterns, the level of instruction will improve and the students should reflect this through better academic achievement.

Sample Multi-Cultural Programs

Below are samples of the program and how the multi-cultural courses fit into the regular course of studies. The two curriculums - the elementary and the secondary social studies - reflect the different emphasis that the departments gave the multi-cultural components. Note that FED 632 - Methods of Teaching in Multi-Cultural environments is a regular course under the curriculum and teaching section for an Elementary major whereas for the secondary major this course becomes the practicum or internship.

TABLE 2

ELEMENTARY MULTI-CULTURAL PROGRAM

TEACHER EDUCATION/CERTIFICATION PROGRAM APPROVAL CHECKLIST

AUBURN UNIVERSITY AT MONTGOMERY

Class A Elementary Multi-Cultural
State-Approved Program

Date Approved _____

Expiration Date _____

Curriculum and Teaching: 10 qtr. hrs. Required	
Approved Advance Reading Course	5
FED 632 Method in M-C Envir.	5

Humanistic & Behavioral Studies: 15 quarter hours required	
FED 630 Ed. in Cult. Diverse Env.	5
FED 631 Curr. in M-C Env.	5
FED 617 Advanced Ed. Psy.	5

Evaluation of Teaching & Learning: 5 quarter hrs. required	
FED 661 Research & Exp. in Ed.	5

Teaching Field: Elementary/20 qtr (area) Hrs. Req.	
*Minimum of Three Areas (L,M,O,S)	
From EED 651 or EED 652 courses	
EED 651L Research in Elem. L.A.	4-5
EED 651M Research in Elem. Math.	4-5
EED 651S Research in Elem. Sc.	4-5
EED 651O Research in Elem. Soc. Sc.	4-5
EED 652L Curr. & Tchg. Elem. L.A.	4-5
EED 652M Curr. & Tchg. Elem. Math	4-5
EED 652S Curr. & Tchg. Elem. Sc.	4-5
EED 652O Curr. & Tchg. Elem. Soc. Sc.	4-5
Select the following: FED 659 Practicum in Elem. Ed.	3-10

Electives: 10 qtr. hrs. required SPE 610 Mainstreaming Exc. Child	5
(or undergraduate equivalent) (or approved elective)	
Approved Elective	5

TABLE 3

SECONDARY MULTI-CULTURAL SOCIAL STUDIES PROGRAM

TEACHER EDUCATION/CERTIFICATION PROGRAM APPROVAL CHECKLIST

AUBURN UNIVERSITY AT MONTGOMERY

Class A High School Multi-Cultural Social Studies State-Approved Program

Date Approved _____

Expiration Date _____

Curriculum and Teaching: 15 qtr. hrs. Required	
SED 652 Curriculum and Teaching	5
Other Approved Course	5
Practicum/Internship	5
FED 632 Methods in M-C Envir.	

Teaching Field: Social Studies 25 qtr. hrs. required
Anthropology, Economics, Geog.
History, Political Science,
Psychology, Sociology Courses
Selected on Basis of Identi-
fied Teacher Needs

Humanistic & Behavioral Studies : quarter hours required	10
FED 630 Ed. in Culturally Div. Env.	5
FED 631 Curriculum in M-C	5

Evaluation of Teaching & Learning: quarter hrs. required	
FED 661 Research & Exp. in Ed.	5

Electives: 5 qtr. hrs. required Students who have not previously	
satisfied the Special Education	
requirements must take SPE 610	
Mainstreaming Exception Child	
or its equivalent.	5
Students who have previously	
satisfied the Special Education	
requirement take an approved	
Elective	5

Evaluation

In an effort to determine whether the new program will make a significant difference in teacher attitudes toward multi-culturalism, we are presently collecting data on the teachers enrolled in the program and an equivalent number of teachers who began their regular graduate program at the same time. Data is collected twice a year for two years. The instrument used is the Characteristics of Open Education by Judith T. Evans. At the end of the graduate program in May of 1982, we will be able to see if teacher instruction has changed significantly and if not, why.

Conclusion

One final task remains to be completed for the total institionalization of the graduate program with a multi-cultural emphasis. That is, to have the regular School of Education faculty advisors advise students into the program. Once this becomes a reality, the AUM-MPS Teacher Corps Project will have made a definite contribution to education in south-central Alabama.